

About The New England Common Assessment Program



This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

School Results

School: Conners-Emerson School

District: Bar Harbor School Department

Code: 1012-1166



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Grade Level Summary Report

School:	Conners-Emerson School
District:	Bar Harbor School Department
State:	Maine
Code:	1012-1166

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	47			47			13,593			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	47	47		47	47		13,230	13,255		100	100		100	100		97	98	
With an approved accommodation	7	7		7	7		2,554	2,640		15	15		15	15		19	20	
Current LEP Students	2	2		2	2		434	451		4	4		4	4		3	3	
With an approved accommodation	0	0		0	0		189	206		0	0		0	0		44	46	
IEP Students	7	7		7	7		1,951	1,958		15	15		15	15		15	15	
With an approved accommodation	6	6		6	6		1,430	1,452		86	86		86	86		73	74	
Students not tested in NECAP	0	0		0	0		363	338		0	0		0	0		3	2	
State Approved	0	0		0	0		214	204								59	60	
Alternate Assessment	0	0		0	0		188	184								88	90	
First Year LEP	0	0		0	0		6	0								3	0	
Withdrew After October 1	0	0		0	0		0	0								0	0	
Enrolled After October 1	0	0		0	0		0	0								0	0	
Special Consideration	0	0		0	0		20	20								9	10	
Other	0	0		0	0		149	134								41	40	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	47	0	0	47	15	32	29	62	2	4	1	2	354	47	32	62	4	2	354	13,230	12	56	20	12	345
MATH	47	0	0	47	14	30	29	62	3	6	1	2	350	47	30	62	6	2	350	13,255	15	47	23	15	343
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Disaggregated Reading Results

School:	Conners-Emerson School
District:	Bar Harbor School Department
State:	Maine
Code:	1012-1166

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N		N	N	%	N	%	N	%	N			%	N	%	%			%	%	N	%	
All Students	47	0	0	47	15	32	29	62	2	4	1	2	354	47	32	62	4	2	354	13,230	12	56	20	12	345
Gender																									
Male	21	0	0	21	3	14	16	76	1	5	1	5	349	21	14	76	5	5	349	6,817	10	55	22	14	343
Female	26	0	0	26	12	46	13	50	1	4	0	0	357	26	46	50	4	0	357	6,413	15	58	18	9	347
Not Reported	0	0	0	0									0	0					0	0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1									1						1	239	11	47	26	15	343
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1									1						1	114	4	57	26	13	342
Asian	2	0	0	2									2						2	223	19	50	20	12	346
Black or African American	1	0	0	1									1						1	445	4	39	28	29	337
Native Hawaiian or Pacific Islander	0	0	0	0									0						0	18	6	50	28	17	341
White	40	0	0	40	14	35	24	60	1	3	1	3	354	40	35	60	3	3	354	11,991	13	57	19	11	345
Two or more races	2	0	0	2									2						2	200	16	52	19	14	345
No Race/Ethnicity Reported	0	0	0	0									0						0	0					
LEP Status																									
Current LEP student	2	0	0	2									2						2	434	4	39	27	30	336
Former LEP student - monitoring year 1	0	0	0	0									0						0	10	40	30	20	10	353
Former LEP student - monitoring year 2	0	0	0	0									0						0	6					
All Other Students	45	0	0	45	15	33	27	60	2	4	1	2	354	45	33	60	4	2	354	12,780	13	57	20	11	345
IEP																									
Students with an IEP	7	0	0	7									7						7	1,951	2	31	29	38	334
All Other Students	40	0	0	40	15	38	23	58	2	5	0	0	355	40	38	58	5	0	355	11,279	14	61	18	7	347
SES																									
Economically Disadvantaged Students	11	0	0	11	3	27	7	64	1	9	0	0	354	11	27	64	9	0	354	6,810	7	52	24	17	342
All Other Students	36	0	0	36	12	33	22	61	1	3	1	3	354	36	33	61	3	3	354	6,420	18	61	16	6	348
Migrant																									
Migrant Students	0	0	0	0									0						0	5					
All Other Students	47	0	0	47	15	32	29	62	2	4	1	2	354	47	32	62	4	2	354	13,225	12	56	20	12	345
Title I																									
Students Receiving Title I Services	8	0	0	8									8						8	4,261	6	46	29	19	340
All Other Students	39	0	0	39	14	36	24	62	0	0	1	3	355	39	36	62	0	3	355	8,969	15	61	16	8	347
504 Plan																									
Students with a 504 Plan	1	0	0	1									1						1	265	10	61	19	10	346
All Other Students	46	0	0	46	14	30	29	63	2	4	1	2	354	46	30	63	4	2	354	12,965	12	56	20	12	345

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Mathematics Results

School: Conners-Emerson School
 District: Bar Harbor School Department
 State: Maine
 Code: 1012-1166

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 353–380)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 340–352)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

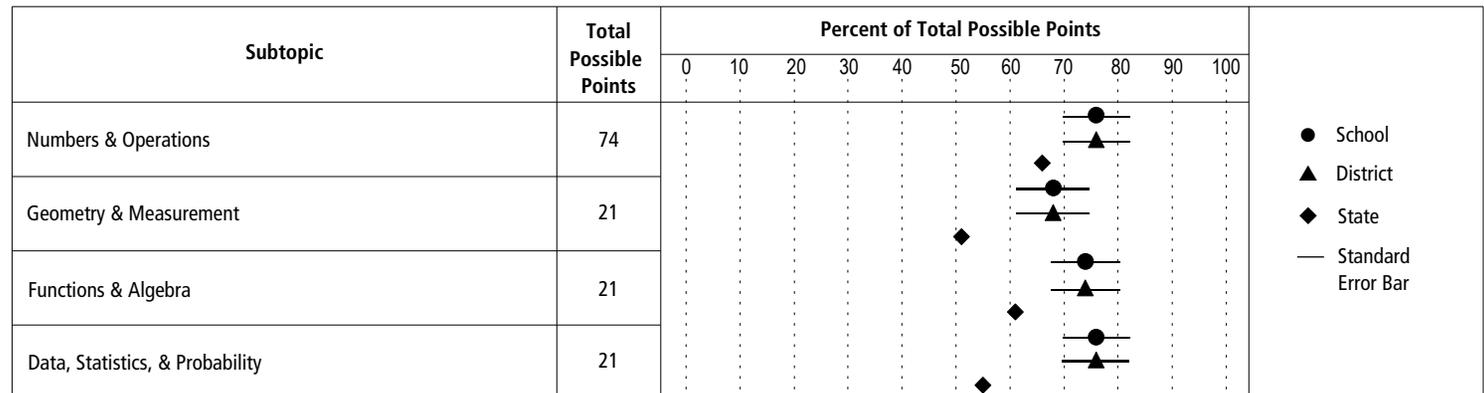
(Scaled Score 332–339)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 300–331)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	54	0	0	54	11	20	23	43	15	28	5	9	344
2011-12	52	1	0	51	14	27	27	53	6	12	4	8	348
2012-13	47	0	0	47	14	30	29	62	3	6	1	2	350
Cumulative Total	153	1	0	152	39	26	79	52	24	16	10	7	347
District													
2010-11	54	0	0	54	11	20	23	43	15	28	5	9	344
2011-12	52	1	0	51	14	27	27	53	6	12	4	8	348
2012-13	47	0	0	47	14	30	29	62	3	6	1	2	350
Cumulative Total	153	1	0	152	39	26	79	52	24	16	10	7	347
State													
2010-11	13,431	190	120	13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
2011-12	13,341	202	78	13,061	2,294	18	6,048	46	2,789	21	1,930	15	343
2012-13	13,593	204	134	13,255	1,988	15	6,183	47	3,038	23	2,046	15	343
Cumulative Total	40,365	596	332	39,437	6,390	16	18,193	46	8,927	23	5,927	15	343





Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Disaggregated Mathematics Results

School:	Conners-Emerson School
District:	Bar Harbor School Department
State:	Maine
Code:	1012-1166

REPORTING CATEGORIES	School												District						State										
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score				
	N	N	N		N	N	%	N	%	N	%	N			%	N	%	%			%	%	N	%		%	%	%	
All Students	47	0	0	47	14	30	29	62	3	6	1	2	350	47	30	62	6	2	350	13,255	15	47	23	15	343				
Gender																													
Male	21	0	0	21	6	29	13	62	2	10	0	0	350	21	29	62	10	0	350	6,836	15	48	22	15	343				
Female	26	0	0	26	8	31	16	62	1	4	1	4	350	26	31	62	4	4	350	6,419	15	45	24	16	342				
Not Reported	0	0	0	0																									
Race/Ethnicity																													
Hispanic or Latino	1	0	0	1																									
Not Hispanic or Latino																													
American Indian or Alaskan Native	1	0	0	1																									
Asian	2	0	0	2																									
Black or African American	1	0	0	1																									
Native Hawaiian or Pacific Islander	0	0	0	0																									
White	40	0	0	40	11	28	27	68	2	5	0	0	350	40	28	68	5	0	350	12,000	15	48	22	14	343				
Two or more races	2	0	0	2																									
No Race/Ethnicity Reported	0	0	0	0																									
LEP Status																													
Current LEP student	2	0	0	2																									
Former LEP student - monitoring year 1	0	0	0	0																									
Former LEP student - monitoring year 2	0	0	0	0																									
All Other Students	45	0	0	45	12	27	29	64	3	7	1	2	349	45	27	64	7	2	349	12,788	15	47	23	15	343				
IEP																													
Students with an IEP	7	0	0	7																									
All Other Students	40	0	0	40	13	33	24	60	2	5	1	3	350	40	33	60	5	3	350	11,297	17	50	22	11	344				
SES																													
Economically Disadvantaged Students	11	0	0	11	2	18	6	55	2	18	1	9	347	11	18	55	18	9	347	6,827	8	42	28	22	340				
All Other Students	36	0	0	36	12	33	23	64	1	3	0	0	351	36	33	64	3	0	351	6,428	22	52	18	8	346				
Migrant																													
Migrant Students	0	0	0	0																									
All Other Students	47	0	0	47	14	30	29	62	3	6	1	2	350	47	30	62	6	2	350	13,250	15	47	23	15	343				
Title I																													
Students Receiving Title I Services	8	0	0	8																									
All Other Students	39	0	0	39	13	33	24	62	2	5	0	0	351	39	33	62	5	0	351	8,976	19	51	19	11	345				
504 Plan																													
Students with a 504 Plan	1	0	0	1																									
All Other Students	46	0	0	46	13	28	29	63	3	7	1	2	350	46	28	63	7	2	350	12,990	15	47	23	15	343				

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.